DOCUMENT RESUME

ED 111 468 JC 750 489

AUTHOR Kurtzman, Denise B.
TITLE The Publications of B. Lamar Johnson, 1932-1974: An Annotated Bibliography.
PUB DATE Jun 75
NOTE 56p.; Paper submitted in partial fulfillment of the requirements for the MLS degree, Graduate School of Library and Information Science, University of California, Los Angeles

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS *Annotated Bibliographies; *Biographies; *College Libraries; Experimental Colleges; *General Education; Instructional Innovation; *Junior Colleges; Library Programs; School Libraries; Vocational Education
IDENTIFIERS Biobibliographies; *Johnson (B Lamar)

ABSTRACT

This is an annotated bibliography of the publications of B. Lamar Johnson, a prominent leader in the field of education, particularly in promoting innovative and experimental library and instructional programs and in the development of the community junior college. It reflects the various areas of Dr. Johnson's career, his interests, and his accomplishments. The bibliography is comprehensive rather than selective, recording all of his published works from 1932 to 1974, arranged chronologically from earliest publication to the most recent. The publications are grouped by "Books, Monographs, and Major Reports," "Journal Articles and Chapters in Books or Monographs," "UCLA Junior College Leadership Program," "Book Reviews by B. Lamar Johnson," "Reviews of Works by B. Lamar Johnson," "Miscellaneous Writings About B. L. Johnson," and "Letters to Editors." Sections listing reviews of his works, articles written about him, reviews written by him, and his letters to editors are selective in that they are limited to materials available to the compiler. A concluding subject index arranges publications by broad fields, listing them by title and entry number. (NHM)

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THE PUBLICATIONS OF B. LAMAR JOHNSON

1932-1974

An Annotated Bibliography

Denise B. Kurtzman

June 1975

Submitted in Partial Fulfillment of the
Requirements for the MLS Degree,
Graduate School of Library and
Information Science, UCLA

JC 750 489

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INTRODUCTION

Professor Johnson is a leader in community and junior college education, particularly in the development of the public junior college, and the comprehensive community college. He has also worked extensively in general education, in innovations in higher education, and in the use of libraries in teaching. His views and publications have had an important impact on education.

As a professor of higher education at UCLA, he has engaged in preparing community college administrators and professors of junior college education. Former students of Prof. Johnson are in major positions of educational leadership not only in all sections of the nation, but also in several foreign countries.

I believe I have included all of the published writings of Prof. Johnson. Most of the articles, monographs, reports, etc. are in his personal files, which also contain manuscript and typescript copies of most of the speeches he has made from 1932 to the present.

The annotations are generally short phrases designed to describe the contents of the publications.

This bibliography is arranged chronologically from earliest publications to the most recent. The publications are grouped by "Books, Monographs, and Major Reports," "Journal Articles and Chapters in Books or Monographs," "UCLA Junior College Leadership Program," "Book Reviews by B. Lamar Johnson," "Reviews of Works by B. Lamar Johnson," "Miscellaneous Writings About B. L. Johnson," and "Letters to Editors." I have attempted to include as many reviews of his works, articles written about him, reviews written by him, and such of his letters to editors as were available; these sections are therefore selective in that they are limited to materials available to me.

The subject index represents only the broad fields and is designed to help provide access to the contents of the publications. It includes the following: "Books, Monographs, and Major Reports," "Journal Articles and Chapters in Books and Monographs" and "UCLA Junior College Leadership Program Occasional Reports."

Prof. Johnson received his B.S. in 1925, M.A. in 1927, and Ph.D. in 1930 from the University of Minnesota, in Education and English. His early experience in education was as instructor of English at Minnesota College

(1925-27), as principal of the high school in Buffalo, Minnesota (1927-28), and as assistant principal of the University of Minnesota High School (1928-30). After working as an assistant principal, he was an assistant professor at New Jersey State Teachers College at Montclair (1930-31). From February to September 1951, he was a member of the staff of the United States Office of Education, National Survey of Secondary Education. It was as a member of this survey that he wrote the report The Secondary School Library (entry no. 1).

From 1931-52, Johnson was the Dean of Instruction and Librarian of Stephens College, Missouri. Stephens College was then a two-year college for women. While at Stephens, he took the leadership in the development of a library and instructional program that has had great impact on higher education. This program included increased involvement of teachers in the library and increased involvement of the librarian in the instructional program. In brief, the program resulted in a merger of the library and of teaching at the college into a single unified instructional program. Library and instructional developments at Stephens College have had an important influence on similar developments at other colleges and also in high schools. It was during Johnson's service at Stephens College that he wrote Vitalizing a College Library (entry no. 3), a significant volume on the use of the college library. During several summers he was a visiting professor at a number of universities: Northwestern University in 1935, 1937, 1940; University of Chicago in 1942, 1948; and UCLA in 1949, 1950, and 1951.

While he was at Stephens College, Prof. Johnson played an important role in the development of the nationally recognized Stephens College program of general education for women, and also in the various innovations in instruction that characterized the educational program at Stephens at that time. His publications during the years from 1931-1952 reflect the variety of his professional interests and activities at Stephens College during those years.

From July 1950 to August 1951, he was the Director of the California Study of General Education in the Junior College. As director of the Study he wrote General Education in Action (entry no. 6), an important book on general education, particularly in California junior colleges.

Following his Directorship of the California Study of General Education in the Junior College, Prof. Johnson returned to Stephens College for one year (1951-52) and then joined the faculty of the University of California, Los Angeles, as Professor of Higher Education (1952-72). From 1972 to the present, he has remained on the faculty as Professor of Higher Education, Emeritus. At UCLA he was the Director of the UCLA Junior College Leadership Program (1960-72). While Director of this program, he launched the UCLA Junior College Leadership Program's Occasional Reports (entries nos. 171-188).

From its organization in 1968 to the present, Prof. Johnson has been Executive Director of the League for Innovation in the Community College. His work with this organization--which consists of 16 highly selected, innovative community college districts in 11 states--has influenced the range and nature of his publications since 1958. Seven entries emerge directly from his work with the League: entries 15, 153, 156, 161, 164 and 166 are editorials in Jottings, the League newsletter; and entry 158 deals with new developments in the League.

While on the faculty of the UCLA School of Education, he wrote Islands of Innovation Expanding: Changes in the Community College (entry no. 12). a report of a national survey of innovations in community colleges. This volume was selected by the Education Book List of Pi Lambda Theta as one of the 20 outstanding books in education published that year. That same year (1969-70), he received the "Distinguished Teaching Award" from the Committee for Recognition of Distinguished Teaching of the Academic Senate at UCLA.

In 1960 Prof. Johnson received the University of Minnesota Outstanding Achievement Award, as a distinguished graduate of the university. In 1972 he received the American Association of Junior Colleges Distinguished Service Award. He is also an honorary life member of the Association. Also in 1972 he received the Outstanding Leadership Award of the Association of Community College Trustees.

Foundation grants and government consultant assignments have played an important role in the professional career of Prof. Johnson. It was largely the financial support that the Carnegie Corporation of New York provided for the Stephens College Library Program that attracted Johnson to the position of dean of instruction and librarian at that institution. It was while he was at Stephens that he wrote Vitalizing a College Library

(entry no. 3) and edited The Librarian and the Teacher in General Education (entry no. 5).

The Carnegie Foundation for the Advancement of Teaching funded the California Study of General Education in the Junior College of which Prof. Johnson was the Director. As Director of this study he wrote the volume General Education in Action (entry no. 6).

In 1959 Prof. Johnson was employed by the United States Department of State as an American Specialist--with assignments in New Zealand, the Philippines, the Federation of the Rhodesias and Nyasaland, and South Africa. As a consequence of this assignment, Johnson wrote Report of (an) American Specialist (entry no. 7) and several articles and major reports on international education, with particular reference to the American community and junior college.

In 1960 the W. K. Kellogg Foundation made its initial grants to UCLA for the support of the UCLA Junior College Leadership Program, which Prof. Johnson directed. As a consequence of his work in this program, he published a wide variety of reports and articles, and wrote many chapters of books. The series, Occasional Reports from the UCLA Junior College Leadership Program, were publications of the Kellogg-supported program at UCLA.

The Danforth Foundation provided financial support for the community college program at UCLA.

The Fund for the Advancement of Education supported Johnson's exploratory national survey of innovative uses of the time of community college faculty members. The findings of this survey are reported in Islands of Innovation (entry no. 8).

Johnson's more extensive survey of innovations in community college instruction--reported in Islands of Innovation Expanding: Changes in the Community College (entry no. 12)--was funded by a grant from the Esso Education Foundation.

Prof. Johnson's reports, Focus on Selected Aspects of Post-Secondary Education in Australia (entry no. 13) and Needs and Opportunities in the Junior College of Japan (entry no. 14) were supported by funds from the W. K. Kellogg Foundation.

Johnson's reports on community college needs and opportunities in

Vietnam, Report: The Vietnamese Community Junior College (entry no. 15) and The Community Junior College in Vietnam (entry no. 16), were made as a consequence of his assignment as a consultant to USAID in Vietnam.

Similarly the report Toward Middle-level Manpower Education for Colombia (entry no. 18) was made at the conclusion of his assignment as a USAID consultant in Colombia.

Mention should also be made of grants to support projects of the League for Innovation in the Community College, of which Prof. Johnson is Executive Director, by the Kettering Foundation, the W. K. Kellogg Foundation, the National Science Foundation, and the United States Office of Education.

BOOKS, MONOGRAPHS, AND MAJOR REPORTS

1. The Secondary School Library, National Survey of Secondary Education, Bulletin no. 17, Monograph no. 17, U.S. Office of Education, 1932. 110p. (See also entry no. 29.)

   The report of an extensive study of "outstanding" high school libraries, describing the programs and devices used in such libraries, and presenting and interpreting data from these libraries. Practices to consider in improving library service and recommendations for further study are reported.

2. What About Survey Courses? (Ed.), American General Education Series, New York, Henry Holt and Company, 1937. 377p.

   Edited and wrote the following chapters:

   "Development of Survey Courses," chapter 1, p. 3-13
   Describes the early development of survey courses and reports their current trends.

   "Survey Course Problems--An Investigation," chapter 2, p. 14-29.
   Reports a study of survey course problems made by the author. The problems are identified, the method of inquiry used in the study is described, and practices found helpful in meeting the problems are listed.

3. Vitalizing a College Library, Chicago, American Library Association, May 1939. 122p.

   Describes the philosophy, practices, and implications of the Library Program developed at Stephens College during the years 1932-38, with the assistance of grants from the Carnegie Corporation of New York. The purposes of the program were "first, to make the library contribute as effectively as possible to the instructional program of the college; second, to teach students how to use books effectively; and third, to lead students to love books and to read for pleasure." p. 4.
   Under the program books were made a consistent and natural part of the students' environment (in dormitory, classroom, and division libraries, for example); teachers and librarians merged into a single unified instructional staff; and the concept of library materials was expanded to include not only books, periodicals, and other printed materials but also pictures, music scores, phonograph records, and motion pictures. The author was Dean of Instruction and Librarian at Stephens College from 1931 to 1952.

4. General Education in the American High School (Ed.), Chicago, Scott Foresman, & Co., 1942. 319p.

   "General Education--What Is It and Why?" (Introduction) p.ix-xvi.
   Explains the how and why of this book's organization, its

concentration on the American high School, and what each chapter discusses. It also describes the essential characteristics of general education and the need for effective general education programs.

5. The Librarian and the Teacher in General Education: A Report of Library-Instructional Activities at Stephens College (Ed.) with Eloise Lindstrom, Chicago, American Library Association, 1948. 69p.

   An account of the library-instructional program at Stephens College, including a description of instructional programs, their objectives and goals, the organization of the libraries, the means librarians use in getting acquainted with teaching, the librarian in the teaching process, student-faculty uses of the library, and implications of the Stephens program for other colleges.

6. General Education in Action, Washington, D.C., American Council on Education, 1952. 409p.

   A report of the California Study of General Education in the Junior College, describing the background and philosophy of general education; practices reported to be successful (they are illustrative and do not represent the complete spectrum of practices) in such areas as advising, guidance, counseling of students, psychology and personal adjustment, health, physical education and recreation, family life education, communication, creative arts and humanities, natural sciences and mathematics, vocational courses, citizenship and social studies, extra-class programming, the administration of the general education program and the role of the library in general education; and recommendations for further needed developments.

7. Report of an American Specialist--A Grantee Under the International Educational Exchange Programs on Visits to New Zealand, Philippines, Federation of Rhodesia and Nyasaland, and the Union of South Africa: January to May 1959, Los Angeles, University of California, Los Angeles, December 1959. 37p.

   The author's report to the United States Department of State on his service as an American Specialist in Higher Education for the Department, January to May 1959. Describes the author's activities and reports his observations on higher education in New Zealand, the Philippines, Federation of Rhodesia and Nyasaland, and the Union of South Africa.

8. Islands of Innovation, UCLA Junior College Leadership Program, School of Education, University of California, Occasional Report no. 6, Los Angeles, 1964.

   Reports the author's exploratory survey of innovations in the use of faculty services in junior colleges. Findings are based on visits to junior colleges in eleven states, on conferences with administrators

and other junior college staff members--supplemented by observation of teaching and by the study of reports and publications. Plans described in the report include team teaching, programmed instruction, independent study, work-study, teaching via television, and teaching with the aid of technological developments. Despite the innovations identified in the survey, the author concluded that junior colleges, in general, are doing little innovating in using faculty services. The survey reported in this monograph was financed by a grant from the Fund for the Advancement of Education. (Same as entry no. 176.)

9. Report on the Possibility of University of California Participation in a Study of Higher Education in Colombia, with James F. King, Bogota, Colombia, USAID Commission to Colombia, 1964. 44p.

Report of a ten-day visit to Bogota, Colombia, providing background information on the possibility of the University of California's participating in a study of higher education in Colombia. The report considers the following: current need for a study of higher education in Colombia, the possible participation of the University of California in the study, its purposes and scope, sponsorship and organization for it, staff requirements for the study, and suggested next steps in negotiating a contract for it.

10. Starting a Community Junior College, Washington, D.C., American Association of Junior Colleges, 1964. 91p.

A monograph designed to aid presidents, members of boards of trustees, members of administrative and instructional staffs, and citizens in the process of establishing community junior colleges. Chapters deal with procedures of establishment under these areas: curriculum and instruction, staff personnel, student personnel services, finance, plant and facilities, and community services and relationships. Critical decisions that need to be made and important problems that must be resolved are identified and discussed. Also included is a checklist of key steps to be taken in starting a community junior college.

11. State Junior Colleges: How Can They Function Effectively? Atlanta, Georgia, Southern Regional Education Board, 1965. 32p.

Report of a seminar sponsored by the Southern Regional Education Board at Carnaham Conference Center, University of Kentucky. Includes papers presented by the author under the following titles: The Junior College: An Analysis of Trends; State-Controlled Junior Colleges: Values, Problems, and Proposals; State Controlled--but Rooted in the Local Community. Urges use of lay advisory committees as an aid to developing community-centered colleges, statewide planning as a basis for making educational decisions and avoiding indefensible duplication of services, and highly qualified state leadership for junior colleges.

12. Islands of Innovation Expanding: Changes in the Community College, Beverly Hills, California, Glencoe Press, 1969. 352p.

This volume reports a survey--funded by the Esso Education Foundation--that is an extension of the monograph, Islands of Innovation (Occasional Report no. 6, UCLA Junior College Leadership Program 1964). Findings

reported are based on visits to 77 junior colleges in 22 states and conferences with representatives of 82 colleges in 12 of these states. It reports such promising innovations in community college instruction as programmed instruction, audio-tutorial teaching, teaching by television and other technological aids, games and other simulation in teaching, developmental teaching, students as teachers, large/small group instruction, and independent study. It identifies the conditions that encourage innovation, projects trends, and makes recommendations for improving teaching in the community college. This volume was selected as one of the 20 outstanding education books of 1969 by the Education Book List and by Education Today, the journal of the National Education Association.

13. Focus on Selected Aspects of Post-Secondary Education in Australia, Los Angeles, University of California, Los Angeles, Graduate School of Education, February 1971. 15p.

A report addressed to the W. K. Kellogg Foundation. Discussion of the author's observations of post-secondary education, the problems and opportunities in higher education in Australia, and suggestions for possible grants by the W. K. Kellogg Foundation in such areas as library development, paramedical education, development of semi-professional curricula, and the establishment of technical colleges.

14. Needs and Opportunities in the Junior College of Japan, Los Angeles, University of California, Los Angeles, Graduate School of Education, February 1971. 15p.

A report addressed to the W. K. Kellogg Foundation. Discusses college developments and trends and identifies problems and needs of the junior college in Japan. Also suggests possible fields for grants designed to strengthen junior colleges in Japan.

15. Report: The Vietnamese Community Junior College, December 28, 1971. 15p.

A report to USAID Vietnam. Reports the author's activities during his December 1971 USAID assignment in Vietnam. Suggests establishing community colleges in Vietnam and outlines plans for launching them. Stresses the need to develop colleges with programs relevant to the needs of Vietnam--and indeed relevant to the needs of the particular communities in which they are located.

16. The Community Junior College in Vietnam, January 31, 1973. 19p.

A report to USAID Vietnam on the author's four-week consultation visit to Vietnam in January 1973 Cites progress in community college development since the author's last visit to Vietnam in 1971. Identifies problems and opportunities for community colleges in Vietnam and recommends plans for the expansion and strengthening of these institutions. Urges the effective use of Vietnamese citizens in community college planning and development.

17. UCLA and Community Colleges: Partners in Higher Education, Los Angeles, University of California, Los Angeles, Danforth Junior College Program, Graduate School of Education, 1973. 47p.

Memorandum to Chancellor Charles E. Young, UCLA. Report of an exploratory survey made by the author of the programs and activities at UCLA directed or related to community colleges. Discusses areas of emphasis in community college activity at UCLA, UCLA agencies that give notable emphasis to community college programs and activities, and developments at UCLA with potential relevance to the community college. Makes recommendations for strenghening community college programs and activities at UCLA and for improving relationships between UCLA and community colleges.

18. Toward Middle-level Manpower Education for Colombia, August 1974, 39p.

A report to USAID Colombia on the need for middle-level manpower education and on the current status of such programs in Colombia. Calls attention to characteristics of community colleges in the United States that are relevant to the educational needs of Colombia. Makes recommendations for improving middle-level manpower education and suggests activities that might involve USAID and also community colleges in the United States.

JOURNAL ARTICLES AND CHAPTERS IN BOOKS OR MONOGRAPHS

19. "Adult Reading Interests as Related to Sex and Marital Status," The School Review, 40:1, January 1932:33-43.

Reports a study of the influence of sex and marital status on the reading interests of 900 men and women in Duluth, Minnesota. Participants represented a variety of occupations including housewives, factory workers, laborers, professional men and women, sailors, stevedores, and railroad engineers--all of whom were interviewed at their homes or at work. The representative sampling of participants was guided by data from Duluth from the 1920 United States Census. The role of the public library in the reading of the men and women included in the survey was also studied.

20. "Solutions for High-School Library Problems," School Life, 17:5, January 1932:87-88.

Describes three major problems--identified in the National Survey of Secondary Education--faced by high-school librarians: adapting the library to new classroom methods, encouraging teachers to use the library, and promoting recreational reading among high-school pupils. Suggests resolutions to these problems.

21. "Children's Reading Interests as Related to Sex and Grade in School," The School Review, 40:4, April 1932:257-72.

A "companion" to no. 19, this study examines the influence of sex, grade in school, friends, parents, teachers, and the public library on the reading interests of 1,856 children in grades 5-11 in the schools of Duluth, Minnesota.

22. "Libraries in the National Survey of Secondary Education," Bulletin of the American Library Association, 26:9, September 1932:724-28.

A summary of the findings and recommendations of the library project of the National Survey of Secondary Education. Particularly noted are innovative plans used to adapt the library to new methods of classroom teaching. Problems and values of using the library as a study hall are reported.

23. "The High School Librarian Meets Her Problems," Ohio State University Bulletin, 37:1, September 15, 1932:389-96.

Drawn from the library project of the National Survey of Secondary Education, this article describes plans used by high school librarians in encouraging recreational reading, in adjusting the library to changes in classroom teaching, and in encouraging teachers to use the library.

24. "Programs of Studies: Registration and Schedule Making," with A. K. Loomis and Edwin S. Lide, in National Survey of Secondary Education, Bulletin no. 17, Monograph no. 19, U.S. Office of Education, 1932, part 2:281-340.

    Reports a study of registration and schedule making as a part of the National Survey of Secondary Education. Describes registration practices in selected secondary schools, presents data on and characteristics of schedules and schedule making, and describes the working day of pupils in which different schedules are found. Particularly noted are innovations in registration and schedule making.

25. "The Permanent Record Form in the Secondary School," The School Review, 41:2, February 1933:114-22.

    Analyzes the permanent record forms in 249 high schools. Sixty selected leaders in secondary education ranked the uses of permanent record forms and also rated the items found on the forms used in the 249 schools.

26. "Thoughts on 'Making the Most of Books,'" Bulletin of the American Library Association, 27:3, March 1933:133-136.

    Address delivered before the American Library Association midwinter meeting, December 1932. Discusses the values Leal A. Headley's book, Making the Most of Books, has for college librarians. Notes Headley's broad concept of instruction in the use of books, which includes the use of such mechanical features of books as indices and footnotes and also skill in silent reading.

27. "Stephens College Library Experiment," Bulletin of the American Library Association, 27:5, May 1933:205-11.

    Describes program at Stephens College designed to make the library and books a more vital part of the college environment and of the teaching-learning process. Features of the program described include combining the position of librarian with that of the dean of instruction; the establishment of dormitory, classroom, and division libraries; and the use of the college library (including reading rooms and stacks) as a locale where professors teach.

28. "School Administrator and the Secondary School Library," North Central Association Quarterly, 8:3, January 1934:362-65.

    Reports selected findings of the library project of the National Survey of Secondary Education. Particularly noted are plans for using the library as a study hall and for adapting the library to new methods of teaching.

29. "Stephens College Library Experiment," Junior College Journal, 4:7, April 1934:358-61.

Describes a five-year experimental library program launched at Stephens College in 1932-33 to encourage pleasure reading, to teach students how to use books effectively, and to make the library the center of the instructional program.

30. "Enlarging the Role of the Library in Education," The School Review, 42:8, October 1934:571-75.

Includes an excerpt from The Secondary School Library, National Survey of Secondary Education, Bulletin no. 17, Monograph no. 17, 1932, U.S. Office of Education (entry no. 1), concerning the functions and use of the library as an integral part of the instructional program. Relates this excerpt to the development of a library program at Stephens College.

31. "Present Status of the Library in the Secondary School," The High School Quarterly, 23:1, October 1934:37-43.

Address delivered at the National Association of High School Directors and Supervisors on February 27, 1934, Cleveland, Ohio. Discusses the library project of the National Survey of Secondary Education. Notes the status and qualifications of high school librarians. Discusses "new" methods of teaching as they are related to the library.

32. "The Librarian as an Associate in College Instruction," School and Society, 40:1037, November 10, 1934:632-34.

Discussion of two articles appearing in School and Society, February 24, 1934, "In the Liberal Arts College: The Reference Librarian, a Professor?" by Paul Allen, and May 5, 1934, "A Modest Proposal" by Louis Shores. Supports both articles' statements regarding the important relationship between the library and college instruction. This discussion continues by using the library program at Stephens College as an example of putting into practice the major recommendations of the articles.

33. "Dormitory Libraries at Stephens College," The Library Quarterly, 5:2, April 1935:215-31.

Describes the development of dormitory libraries at Stephens College and notes factors relating to their use, e.g., book selection (students helped in this area), type of books and magazines in the libraries, hours and supervision of the libraries. Also includes an analysis of types of books (fiction, non-fiction, biography, etc.) that circulate most frequently.

34. "The Stephens College Library Program and Its Implications for the High School Library," North Central Association Quarterly, 9:4, April 1935: 403-406.

Describes the five-year experimental library program at Stephens College (emphasizing the efforts to make the library the center of the instructional program) and suggests the implications of this program for high school libraries, librarians, administrators, and teachers.

35. "Books All Around Them," School and Society, 41:1064, May 19, 1935: 576-81

Describes the five-year experimental library program at Stephens College. Discusses the library and the instructional program, the encouragement of recreational reading, and instruction in the use of books.

36. "Criteria for Defining New Type Courses," School and Society, 42:1081, September 14, 1935:359-65.

Address at Northwestern University Junior College Conference, July 15, 1935. It describes three methods of setting up a new type of student-centered curriculum: going to the specialist, going to the undergraduate, and going to the graduate student for suggestions.

37. "Liberalization of the Curriculum," The Junior College Journal, 6:1, October 1935:21-25.

Discusses methods proposed and used in encouraging liberalization of the junior college curriculum by universities and accrediting agencies. Notes the relationship of the junior college curriculum to student needs and to the requirements of universities and accrediting agencies.

38. "Building the College Library," Bulletin of the Association of American Colleges, 21:4, December 1935:580-85.

Building the college library is the responsibility of both the library and instructional staff, and the college administration. Describes various plans developed at Stephens College, e.g., division libraries, dormitory libraries, teachers and students working together within the library, and teacher office hours within the library. Also projects plans for future library developments.

39. "Vitalizing the College Library," Journal of the National Education Association, 25:2, February 1936:39-41

Reports on the library program at Stephens College, particularly dormitory libraries and plans for making the library an integral part of the instructional program.

40. "Teacher-Librarian Cooperation;" Wilson Bulletin for Librarians, 10:7, March 1936:499-53, 496.

Discusses plans used in various high schools and at Stephens College for encouraging teacher-librarian cooperation. Particularly noted are plans for informing the teacher of the variety of services the library offers and plans under which teachers inform the librarian about what is happening in the classroom.

41. "The Library for Instructional Supervision," Junior College Journal, 6:8, May 1936:419-420.

Describes three methods for increasing the effectiveness and use of the junior college library in the instructional program: "using the librarian"

to report to teachers the difficulties of their students as the librarian observes them, etc.; "dare method" daring administrators and teachers to trade places with the librarian for a few hours and observe what happens; and giving the librarian instructional responsibility, e.g., librarian and dean of instruction position at Stephens College.

42. "Junior College Library Standards," Library Journal, 61:15, September 1, 1936:627-29.

Examines the objectives and the effectiveness of junior college libraries in relation to the North Central Association's new standards for junior college libraries.

43. "Instruction in the Use of Books at Stephens College," Association of Special Libraries and Information Bureaux, Report of Proceedings of the Thirteenth Conference, vol. 13, 1936:48-51.

Describes the experimental library program at Stephens College with particular emphasis on teaching students how to use books effectively.

44. "A Criticism of the College Library Statistics," American Library Association Bulletin, 31:2, February 1937:96-98.

Criticizes plans used for securing and analyzing college library statistics. Recommends procedures for gathering and publishing meaningful statistics.

45. "Integrating Function of the School Library," California Journal of Secondary Education, 12:8, December 1937:461-64.

Discusses the role of the library in improving instruction. Emphasis is given to using information about teaching that becomes available to librarians as pupils use the library and to adapting the library to the objectives, content, and methods of the instructional program.

46. "Guiding Principles Underlying the Stephens College Library Program," in Library Trends, edited by Louis R. Wilson, Chicago, University of Chicago Press, 1937, p.186-89.

Paper presented before the Library Institute at the University of Chicago, August 3-15, 1936. Discusses five principles that are helpful guides to the objectives of the Stephens College library program: (1) the librarians were assigned responsibilities that will make it impossible for them to be a mere clerical worker; (2) improvement of the college library is an all-college undertaking, requiring the cooperation of students, teachers, administrators, and librarians; (3) library administration must be adapted to the needs of individual students and teachers; (4) there must be one unified instructional staff of teachers and librarians; (5) and library materials must be made a natural part of the student's environment.

47. "The School Library," in The Teaching of Reading: A Second Report: The 36th Yearbook of the National Society for the Study of Education, 1937, part 1:255-74.

In this chapter, the author (who was chairman of the Yearbook Committee on "The School Library") considers the place of the library in relation to the reading program recommended in the Yearbook; discusses how enough reading material can be made available for instructional and pleasure reading; and discusses effective organization and administration of library materials to contribute effectively to the educational programs of the school.

48. "General Education Changes the College," Journal of Higher Education, 9:1, January 1938:18-22.

Describes approaches to general education used by various colleges and universities. Particularly notes plans under which course content is related to life and those under which artificial departmental barriers are broken and a unity of knowledge is established.

49. "New Types of Higher Education and the Library: A Symposium," American Library Association Bulletin, 32:1, January 1938:17-21.

Description of educational programs for four colleges that stress individualized instruction and give the library a place of central importance in instruction: Southwestern College at Memphis, Tennessee; Bennington College; Sarah Lawrence College; and Rollins College.

50. "Strengths and Weaknesses of General Education," Journal of Higher Education, 9:2, February 1938:71-76.

Discusses strengths and weaknesses of general education in colleges in universities that have initiated reorganized educational programs with a particular focus on general education. Emphasis is given to the need for defining the purposes of general education more clearly and for assessing the outcomes. Commended are programs that have related curricula to the reality of everyday living.

51. "C.L.A.B. Begins Survey Project," American Library Association Bulletin, 32:3, March 1938:198.

A summary of the College Library Advisory Board's activities during the previous year and a brief description of its proposal to set up procedures for surveying college libraries.

52. "High School Principal Works in His School Library," North Central Association Quarterly, 12:4, April 1938:424-29.

Reports a survey during which high school principals worked in their school libraries for several hours and reported their observations--as a consequence of their work in the library--regarding the strengths and weaknesses of instruction in their schools.

53. "General Education Changes the College," Bulletin of the Association of American Colleges, 24:2, May 1938:229-34.

Same article as entry no. 48, "General Education Changes the College."

54. "The Place of the Library in a Program of General Education," Educational Record, 20:12, January 1939:113-125.

Describes the Stephens College library program, particularly noting: how books are part of the student's environment; how the concept of library materials is expanded to include slides, motion pictures, recordings, and other nonprint materials; and how the library contributes to teaching. Suggests the implications these developments may have for other colleges.

55. "Needed: A Doctor's Degree for General Education, Suggestions Gathered by Interviews Regarding the Training for College Teaching," Journal of Higher Education, vol. 10, February 1939:75-78.

Discusses problem that two-thirds to three-fourths of the Ph.D.'s graduate training is planned for research rather than teaching; such planning is not suited to the needs of teachers of general education. This article includes suggestions for change.

56. "The Junior College," in General Education in the American College: The 38th Yearbook of the National Society for the Study of Education, 1939, part 2:113-34.

Discusses the objectives and functions of the public junior colleges and notes the importance of general education among them. New programs of general education being developed at Pasadena Junior College, the College of the University of Chicago, and Stephens College are described.

57. "Implications of Democracy for the Junior College," Bulletin of National Association of Secondary School Principals, 24:88, February 1940:134-49.

Discusses student participation in classroom activities (must give students an opportunity to practice democracy in the school). Notes the provision the junior college makes for students who plan to transfer to senior institutions and also for those who plan to enter employment immediately following junior college graduation.

58. "Wherein Junior Colleges Fail," Nation's Schools, vol. 25, May 1940:32.

Suggests that junior college enrollments will increase if colleges provide more offerings directly relevant to the life needs of high school graduates.

59. "It's Fun to 'Go Modern,'" with Agnes N. Johnson, Parents Magazine, vol. 16, May 1941:47, 109-112.

Describes how the Johnsons built a "functional modern home" in Columbia, Missouri to fit the needs of their family; includes construction data.

60. "Plans for Facilitating Improved Instruction," in New Frontiers in Collegiate Instruction, edited by John Dale Russell, Proceedings of the Institute for Administrative Officers of Higher Institutions, Chicago, University of Chicago Press, vol. 13, 1941:209-220, chapter 18.

Discussion of suggestions for improvement of a college instructional program: promote educational research and encourage a scientific attitude toward educational problems; provide direct, personal, individual assistance for teachers; provide adequate facilities for teaching and assistance in their administration and use; and use the guidance program and student opinion as aids to improvement. Also stressed are selection of a competent staff and giving financial recognition to faculty members based on merit.

61. "The Function of the Library in the Selection, Administration, and Use of Reading Materials: In High Schools and Junior Colleges," in Conference on Reading, University of Chicago, "Cooperative Effort in School to Improve Reading," compiled and edited by William S. Gray, Proceedings of the Conference, 4:56, September 1942:167-71.

Discusses the important function of the Library in the reading programs of colleges and high schools. Notes that this function can be achieved only by a single unified instructional staff that includes administrators, librarians, and teachers.

62. "Issues in Terminal Education," in Terminal Education in Higher Institutions, edited by John Dale Russell, Proceedings of the Institute for Administrative Officers of Higher Institutions, Chicago, University of Chicago Press, vol. 14, 1942:1-10, chapter 1.

Discussion of issues in terminal education: the term itself, "terminal education"; the problem of the student who believes himself to be a preparatory student; the time distribution between vocational and general education; and the problems of compatible curricula between the junior college and four-year colleges and universities.

63. "General Education in the American High School: Presentation of the Book," North Central Association Quarterly, 17:3, January 1943:288-90.

Discussion of characteristics of general education in relation to General Education in the American High School, a publication of the North Central Association's General Education Committee. (See entry no. 6.)

64. "Junior College Library and Terminal Education," with Loeta L. Johns, College and Research Libraries, 4:2, March 1943:1944-46.

Discusses the function of the Junior college library in terminal education. Emphasis is given to the selection of appropriate materials and to flexibility in using them.

65. "Post-War Planning: An Identification of Problems," Missouri Library Association Quarterly, 4:2, June 1943:40-41.

The author presided over a panel discussion on post-war planning--and identification of problems, sponsored by the Columbia Library Club. This article notes the discussion of such issues as transfer from war economy to peace economy, providing for the national debt, and education of returning soldiers.

66. "Library Service at the Junior College Level," in The Library in General Education: The 42nd Yearbook of the National Society for the Study of Education, 1943, part 2, chapter 4:77-98.

Describes library programs of five junior colleges in four states: Virginia (Minnesota) Junior College; New Mexico Military Institute; Los Angeles City College; Menlo (California) Junior College; and Stephens College. Also described are other selected junior college libraries. Innovating practices that may later develop into trends are noted.

67. "Audio-Visual Aids and the College Library," College and Research Libraries, 5:4, September 1944:341-46.

Reports a survey of types of audio-visual material and to what extent they are used in four-year colleges and junior colleges. Particular emphasis is given to films and recordings. The role of the library in the handling and use of audio-visual materials is discussed.

68. "Junior College Trends," School Review, vol. 52, December 1944:606-10.

Discussion of five junior college trends: rapid expansion of junior colleges and their enrollment; a curriculum reflecting the fact that the junior college is increasingly a terminal rather than a transfer institution; improved conditions for those students wishing to transfer to higher educational institutions; more public rather than private junior colleges; and the trend to four-year public junior colleges. The role of the private junior college is also noted.

69. "Libraries Prepare for Peace," Missouri Library Association Quarterly, vol. 6, June 1945:41.

Brief discussion of the role libraries could play as peace [settlement of World War II] draws near. Emphasis is given to educating and building an informed citizenry.

70. "New Tools of Communication," College and Research Libraries, 6:4, part 2, September 1945:396.

Response to an article, "The Science of Communication and the Function of Libraries" by Harold Lasswell, a political scientist, in this issue of College and Research Libraries. The author urges that college librarians take a leadership role in the use of the new audio-visual materials.

71. "Patterns of General Education," Junior College Journal, 17:2, October 1946:45-52.

Describes and discusses the implications of five approaches to general education: (1) emphasis on intellectual goals and achievements; (2) providing the student with a sampling of knowledge and an understanding of the methods of work in various fields; (3) a survey approach where survey courses are taken in each major field; (4) an individualized program where students concentrate on what they feel is significant; and (5) a functional approach where the curriculum is based directly on "life needs" of the student. Includes a bibliography.

72. "The Induction of Faculty Members," in Problems of Faculty Personnel, edited by John Dale Russell, Proceedings of the Institute for Administrative Officers of Higher Institutions, Chicago, University of Chicago Press, vol. 18, 1946:26-33, chapter 3.

Describes plans for faculty induction used at Stephens College, referring particularly to seven practices the college has found helpful: (1) the employment process; (2) faculty conferences before classes open; (3) a faculty handbook; (4) course outlines and staff manuals; (5) participation in the student advising program; (6) personal help by division chairmen and "old" faculty members; and (7) employment for a month preceding the beginning of teaching duties.

73. "Junior College Library Problems," Junior College Journal, 18:4, December 1947:177-180.

Reports an opinion poll of junior college administrators (39) and librarians (140) to identify junior college library problems in need of early investigation. Among problems rated high in importance are: activities of teachers to encourage the effective use of the library, teaching students how to use libraries, and expenditures for books and libraries.

74. "College Programs of Less than Four Years--the Community College," in Current Trends in Higher Education, edited by Ralph W. McDonald and James L. McCaskill, Reports of the Third Annual National Conference on Higher Education, Chicago, Illinois, National Education Association, June 1948:107-113.

Discussion of the role of the community college in the upward extension of education. Proposals for developing colleges that meet the needs of their communities and of individual students are outlined.

75. "If You Want to Get Across an Idea," with Robert E. de Kieffer, Saturday Review of Literature, 31:37, September 11, 1948:43-44.

Description of various uses made of audio-visual materials, particularly films, in the Stephens College instructional program.

76. "The Role of the Library in a Program of General Education," Journal of General Education, 3:1, October 1948:64-70.

Discusses the role of the library in a program of general education. Particularly recommends plans developed in the library program of Stephens College, including: developing the library as a resource center of instructional materials--including not only printed materials but also various types of audio-visual aids to teaching; merging the library staff and the classroom teaching staff into a single unified instructional staff; placing the librarian in a position of central importance in the administrative structure of the college (at Stephens the dual position of dean of instruction and librarian was established); and administering the college library flexibly on the basis of the needs of teachers and students.

77. "Education for Academic Librarianship (discussion)," in Education for Librarianship, edited by Bernard R. Berelson, Chicago, American Library Association, 1949:146-49.

Discussion of the article, "Education for Academic Librarianship," by Lawrence Clark Powell (p. 133-146 of this volume): agrees with most of Powell's statements and comments on a point of disagreement, that the library is the heart of the campus; the author, contrary to Powell, feels that the library has not yet attained that goal.

78. "Out of the Ivory Tower," The Church School, 3:5, February 1950:25-26.

Digest of a speech made in Detroit to a group of church workers interested in audio-visual resources. Emphasizes using audio-visual aids to enhance instruction.

79. "General Education in the Junior College," North Central Association Quarterly, 24:4, April 1950:357-63.

Discusses the status and importance of general education and notes such obstacles to general education as problems associated with transferring credit for general education courses to universities and the belief of students that general education offerings do not contribute to preparation for earning a livelihood. Makes proposals for resolving the problems identified in the article.

80. "The School Library--An Opportunity for the High School Principal," Bulletin of the National Association of Secondary-School Principals, 34:171, May 1950:27-36.

Emphasizes the opportunity the high school principal has to use the library as an aid to strengthening the educational program of his school. Urges making the position of the school librarian one of

major importance on the staff; making the library a resource center of aids to teaching--including not only printed materials but also various audio-visual aids to learning; and using the library as an agency of instructional supervision.

81. "What Every Stephens Woman Should Know," Stephens College Bulletin Alumnae News, 30:4, Fall 1950:4-5, 46.

Notes that at Stephens College all students must achieve proficiency in communications (reading, writing, and speaking); must participate in some type of physical activity; and must participate in religious services (vespers and Burrall Class and/or the church of her choice). Other general education offerings and experiences are also recommended--including humanities, psychology, consumer education, and philosophy of living.

82. "The California Study of General Education," California Journal of Secondary Education, 25:6, October 1950:341-346.

Describes the California Study of General Education in the Junior College: its emphasis is on the achievement of goals to build general education programs, problems, plans, background, and scope of the study.

83. "Next Steps in the General Education Study," California Journal of Secondary Education, 26:1, January 1951:47-52.

Brief report, at mid-point in the California Study of General Education in the Junior College. Describes selected general education practices, reports trends in general education, and identifies problems for investigation.

84. "General Education in Action," California Journal of Secondary Education, 26:7, November 1951:385-96.

A preview of the formal report of the California Study of General Education in the Junior College. Identifies issues in general education, describes general education practices, and makes recommendations for the advancement of general education programs.

85. "Stephens College: Functional General Education," with W. S. Litterick, in Organization and Administration of General Education, edited by W. Hugh Stickler, Dubuque, Iowa, William C. Brown Co., 1951:254-76.

Description of the Stephens College educational program, including its basic philosophy; its objectives; steps taken to meet the individual needs of students; the place of religion in the program; the establishment of applied research and evaluation programs; and an administration set up to encourage flexibility, adaptability, and improvement of the program.

86. "Approaches to General Education: A Report from California Junior Colleges," The Educational Record, 33:1, January 1952: 71-90.

A preprint with minor changes from chapter 3 of General Education in Action (entry no. 6). Discusses the various approaches to junior college general education in California. Both underlying principles and practices are identified and reported.

87. "Toward Better Relationships Between Junior Colleges and High Schools," The School Review, vol. 60, February 1952:77-83.

Adapted from chapter 16 of General Education in Action (entry no. 6). Considers the problems in and opportunities for establishing effective relationships between high schools and junior colleges. Emphasis is given to providing a continuity of educational experience for students.

88. "The Junior College Library--An Opportunity for the Administrator," College and Research Libraries, 13:2, April 1952:126-30.

Adapted from chapter 4 of General Education in Action (entry no. 6). Discusses increasing the role of both the library and librarian in the instructional program, and making the library a resource center of instructional materials. Reports the observations of junior college administrators after working from one to five hours in the libraries of their colleges.

89. "Administration: Facilitating General Education in the Junior College," Bulletin of the National Association of Secondary-School Principals, 36:188, October 1952:23-45.

Adapted from chapter 14 in General Education in Action (entry no. 6). Discusses plans California junior college administrators use in developing and strengthening the general education programs in their colleges. Suggests that the process of educational engineering is the central responsibility of the administration.

90. "General Education for Citizenship," Junior College Journal, 23:2, October 1952:91-97.

Discusses the goals of general education as they relate to programs and methods of preparing students for citizenship.

91. "General Education in Junior Colleges," Journal of the National Education Association, 41:7, October 1952:429-430.

A brief description and discussion of general education objectives, programs, and curricula in California junior colleges. Makes ten recommendations for improving general education in the junior college.

92. "The Advising, Guidance, and Counseling of Junior College Students," Bulletin of the National Association of Secondary-School Principals, 37:192, February 1953:19-36.

Chapter 4 of General Education in Action (entry no. 6), discusses and describes the contributions that advising, guidance, and counseling can make to general education.

93. "Research in General Education," Pi Lambda Theta Journal, 31:3, Spring 1953:147-50.

Discusses the objectives, operations, and evaluation of programs of general education. Reports trends in research on general education, identifies studies illustrating these trends, and suggests directions of needed research. Includes a list of selected references.

94. "Werrett Wallace Charters," Journal of Higher Education, 24:5, May 1953:236-240.

In memory of Werrett Wallace Charters and his contributions to American Education. Also an appreciation of Charters as a man.

95. "Methods of Teaching in General Education," in Proceedings of Utah Conference on Higher Education, September 13-15, 1953:19-31.

In this address to the Utah Conference on Higher Education (conference entitled "Democracy and Higher Education"), the author presented a definition of general education, a report of selected teaching practices in general education courses, and a statement of instructional principles proposed for general education offerings. Stressed is that general education courses can and must recognize the findings of psychology regarding the transfer of training, that courses need not be limited by department or division lines, that students participate in determining the purposes and procedures of courses, that evaluation be regarded as an essential part of teaching, and that the individuality of each student be recognized.

96. "Democratic Procedure in Student, Faculty, and Administrative Relationships," in Proceedings of Utah Conference on Higher Education, September 13-15, 1953:63-64.

In this speech before the Utah Conference on Higher Education (see entry no. 95), the author outlines the characteristics of an effective student personnel program. Gives examples of effective student-faculty-administration relationships. Notes the necessity of a clear statement of lines of responsibility, provision for avenues of communication, and the existence of mutual respect and confidence.

97. "Both...and...," California Journal of Secondary Education, 29:3, March 1954:164-69.

Defines general education and suggests an essential relationship between general education and vocational education. States that both general education and vocational education are essential.

98. "Individualization: A Must in General Education," with Ralph Leyden and Zay Rusk Sullens, in Accent on Teaching, edited by Sidney J. French, New York, Harper and Brothers, 1954:92-106.

Stresses the importance of individualization in a general education program. Describes two courses given at Stephens College, communications skills and masterpieces in world literature, to illustrate different approaches to individualized instruction.

99. "Instructional Practices Basic to a Program of General Education," in Effective Practices in a Program of General Education, edited by Lucy Kangley, Dubuque, Iowa, William C. Brown, 1954:1-17.

Presentation to the Northwest Conference on General Education. Defines general education. Reports selected teaching practices used in general education courses, and suggests instructional principles for using them.

100. "Implications of the Citizenship Education Project for the Junior College," with William Harless, Junior College Journal, 25:7, March 1955:369-75.

Describes the Citizenship Education Project in high schools: its origins, purposes, materials, achievements. Notes implications of the program for junior colleges.

101. "An Emerging Concept Points to the Future," Junior College Journal, 25:8, April 1955:482-85.

An article prepared for the Silver Anniversary Edition of the Junior College Journal in response to the editor's request for a manuscript responding to the question, "What is the most significant development in the junior college field in the past 25 years?" The author notes a number of important junior college developments including an eight-fold expansion of junior college enrollment, the sharp increase in adult attendance, and increased recognition of terminal education. He asserts, however, "It is the considered judgment of this author that the most important junior college development of the past 25 years has been the emergence of the concept of the public junior college as a community college." Notes that the community college represents the reality of a vital idea in action.

102. "The General Education of Industrial Arts Teachers," in Superior Practices in Industrial Arts Teacher Education, American Council on Industrial Arts Teachers Education, 4th Yearbook, 1955:44-48.

Urges an educational program in which the needs and other characteristics of students and the needs and other characteristics of society are considered in providing a faculty-wide emphasis on general education.

103. "Impressions of the White House Conference on Education," National Education Association Journal, 45:2, February 1956:74.

Reports the author's impressions of the November 28-December 1, 1955 White House Conference on Education. Notes the conspicuous absence of higher education in the announced purposes and program of the conference. Refers to this omission as a "lost opportunity."

104. "California Junior College Curriculum Development," California Journal of Secondary Education, 31:3, March 1956:134-48.

Analysis of the curriculum development sections of 21 California junior college accreditation reports, noting those practices for which commendations were offered. Also summarizes recurring recommendations made by the accreditation teams for improving the junior college curriculum.

105. "Higher Education Looks to the Future," Proceedings of Western College Association, March 15-16, 1956:50-59.

Discusses five developments anticipated by the author in higher education: sharply expanding college enrollments; increased student attendance in public institutions; the junior college assuming a role of increasing significance; adult education occupying a position of major importance; marked changes in the organization and process of college teaching. Notes the need for planning for the future of higher education.

106. "Impressive Results--but One Omission: Comments on the White House Conference on Education," The Key Report of Phi Beta Kappa, 21:3, April 1956:2.

Although the conference accomplished much, the author expresses his disappointment that higher education was left out of the announced purposes and program of the conference. The author asserts, "It is to be hoped that educators at all levels may, in the near future, have an opportunity to join with citizens from all walks of life in examining the goals and needs of our colleges and universities and their relationship to other levels of schooling."

107. "Obstacles to Planning in Higher Education," Higher Education, 12:8, April 1956:134-35.

Discussion of obstacles to planning in higher education. Identifies such obstacles as considering planning unnecessary and easy, a preoccupation with the immediate problems of elementary and secondary schools, and rivalry among institutions of higher education.

108. "Opportunity Ahead in Higher Education," School and Society, 84:2096, October 13, 1956:115-118.

Based on an address given by the author at the "Symposium on the University, Education, and Society," UCLA, January 26, 1956. Comments

on the changes in society. Discusses the effects technological and sociological changes will have on higher education.

109. "Purpose and Plan of the Yearbook," in National Society for the Study of Education Yearbook, vol. 55, part 1, "The Public Junior College," 1956:1-7, chapter 1.

Describes the purpose of the yearbook: to define the role of the public junior college and to identify and report selected practices by means of which the public junior college can better fulfill its functions and accomplish its purposes. The plan for chapters in the yearbook emerges from these purposes.

110. "A Look to the Future," in National Society for the Study of Education Yearbook, vol. 55, part 1, "The Public Junior College," 1956:299-319, chapter 15.

As chairman of the yearbook committee, the author writes the final chapter in the volume. Describes recommendations that emerge from the yearbook. These include expanding the public junior college and providing a comprehensive educational program that includes in a single institution preparation for advanced study, vocational education, general education. Urges the development of the public junior college as a community college.

111. "The Junior College: Its Role and Its Future," Phi Delta Kappan, 38:5, February 1957:182-87.

The junior college is well qualified for meeting the needs of students and communities created by the increased demand for higher education. The author anticipates a sharp expansion in junior college enrollment, increased emphasis on vocational education, and increased importance of the junior college as a community college.

112. "Opportunity Ahead in Higher Education," Carteret Digest, 2:2, April 1957:36-9.

Condensed from an article of the same name in School and Society, 84:2096, October 13, 1956 (entry no. 108), it comments on the changing society and its effect on higher education.

113. "An Appraisal of Junior College Accreditation in California," Junior College Journal, vol. 29, September 1958:15-23.

Discusses the organization of the program for accrediting California junior colleges. Notes the importance of accreditation in the future planning of junior colleges. Reports recommendations of members of accreditation teams for improving junior college accreditation in California.

114. "Accreditation Teams Look at California Junior Colleges, I," Junior College Journal, vol. 29, October 1958:63-73.

Reports characteristics of California junior colleges that 50 different six-member accreditation teams single out for praise and criticism (recommendations) regarding aims, curriculum, and instruction.

115. "Accreditation Teams Look at California Junior Colleges, II," Junior College Journal, vol. 29, November 1958:156-63.

Reports characteristics of California junior colleges that 50 different six-member accreditation teams single out for praise and criticism (recommendations) regarding administration, student personnel services, and plant and facilities. Suggests implications of findings (drawing upon three articles, items 113, 114, and 115) for California junior colleges.

116. "General Education and Preparation for Teaching," The Educational Quarterly (University of the Philippines), 6:4, April 1959:343-46.

Adapted from a convocation address given at the College of Education, University of the Philippines, February 14, 1959. Briefly describes three approaches to general education: the liberal arts, survey of fields of knowledge, and functional courses.

117. "Footnotes on Junior College Standards," California Journal of Secondary Education, 35:5, May 1960:277-83.

Presented to the California Legislature Assembly Interim Committee on Education, Subcommittee on Higher Education, in Los Angeles, September 24, 1959. Discussion of junior college standards, including a definition of standards and the records of students who transfer from California junior colleges to senior colleges and universities. Notes the wastage that occurs when students enroll in courses and programs for which they are not qualified and urges strengthening of testing and counseling programs as an aid to enrolling students in courses they can handle.

118. "Toward General Education in the Junior College," Junior College Journal, 30:9, May 1960:517-24.

Speech at the fortieth anniversary banquet of the American Association of Junior Colleges. Considers four questions: What is general education? What is a program of general education? What are the steps in building a program of general education? What are some of the significant current developments in general education?

119. "Developing the General Education Faculty" with James L. McKenney, in General Education: An Account and Appraisal, edited by Lewis B. Mayhew, New York, Harper and Brothers, 1960:113-61, chapter 6.

This chapter describes practices in colleges and universities that contribute to faculty development. Among plans reported are: faculty seminars and meetings, individual assistance, encouraging advanced study, summer workshops and pre-college faculty conferences, teaching by television, and evaluation. The faculty development program at Stephens College is described. Also reported are practices found to be ineffective.

120. "The New Junior College Library Standards," American Library Association Bulletin, 55:2, February 1961:155-60.

Analysis and criticism of the Association of College and Research Libraries' Junior College Library Standards, their background, organizations, content, strengths, values, difficulties, and problems. Also included are recommendations for improving the standards.

121. "Is the Junior College Idea Useful for Other Countries?," Junior College Journal, 32:1, September 1961:3-8.

Based in part on findings from the author's eight-month trip around the world. Notes that characteristics of the junior college are addressed to needs that are common to most nations of the world: offering vocational and adult education; providing guidance and counseling; and providing educational programs relevant to the needs and opportunities in communities and regions where colleges are located.

122. "Neglected Opportunities in the Junior College," in Proceedings of the Junior College Administrative Teams Institute, "Exploring the Tasks of the Community College," University of Florida, July 31-August 5, vol. 1, 1961:13-24.

Discussion of the neglect of institutional research and the neglect of the junior college library. Suggests that the development of institutional research and the vitalization of junior college libraries can enrich and greatly strengthen the educational programs of junior colleges.

123. "A Look Backward over the Week's Activities and a Look Forward," in Proceedings of the Junior College Administrative Teams Institute, "Exploring the Tasks of the Community College," University of Florida, July 31-August 5, vol. 1, 1961:43-47.

The concluding address of the Junior College Administrative Teams Institute, in which the author reports his impressions of the conference and notes conclusions drawn from the papers and discussions of the conference. He points out a failure to highlight the junior college as basically and essentially a teaching institution.

124. "Institutional Research in Western Junior Colleges," Junior College Journal, 32:7, March 1962:370-79.

Adapted from an address at the Conference on Institutional Research in the Junior College, UCLA, Los Angeles, California, July 14, 1961. Based upon findings of a survey of institutional research in 100 junior colleges in 13 Western states. Concerns the organization, operation, and nature of institutional research in junior colleges. Makes recommendations for strengthening institutional research.

125. "Preparation for Accreditation in California Junior Colleges," Journal of Secondary Education, 37:6, October 1962:327-35.

Based on an analysis of replies received from 54 public junior college administrators regarding preparation procedures used at their colleges and suggestions they have for the process of preparation. Makes suggestions for increasing the value and efficiency of the process of preparing for accreditation.

126. "How Internships Work," with Frederick C. Kintzer, Junior College Journal, vol. 33, May 1963:17-19

A description and appraisal of the UCLA Junior College Leadership Program's administrative internship program. Notes types of experiences made available to the interns.

127. "Trends and Tangents: The Two-year College," Journal of Higher Education, 34:7, October 1963:407-09.

Discusses the history and projects the future of junior colleges. Identifies the roles of the two-year college and emphasizes the importance of occupational education in the two-year college.

128. "Trends and Tangents: The Two-year College," Journal of Higher Education, 35:1, January 1964:51-53.

Describes the Junior College Leadership Programs' suggestions for preparing junior college administrators in ten United States universities. Also discusses two types of public junior colleges: those that are part of a unified school district (grades K-14) and those that are organized as independent districts.

129. "Islands of Innovation," Junior College Journal, 34:5, February 1964: 9-14 (See also entry no. 8.)

Report of a national survey of new developments in the use of faculty services in junior colleges.

130. "Trends and Tangents: The Two-year College," Journal of Higher Education, 35:4, April 1964:229-31

Notes the expansion of junior colleges and the sharp increase in their enrollment. Points out the importance of developing effective semi-professional and technical programs.

131. "Trends and Tangents: The Two-year College," Journal of Higher Education, 35:7, October 1964:402-04.

Discussion of experimentation in junior colleges, especially in the use of multi-media (audio-visual material) aids to learning.

132. "Alternate Patterns for Post-Secondary Technical-Vocational Education," in Proceedings of the Thirteenth Annual Legislative Work Conference of the Southern Regional Education Board, "Technical-Vocational Education and the Community College," Williamsburg, Va., August 27-29, 1964:1-14.

Reports varied approaches to and suggests guidelines for post-secondary technical-vocational education. Describes characteristics of the community college and its role in post-secondary technical-vocational education.

133. "Behold You Have Created a New Thing: Summary and Critique," in Experimental Colleges, edited by Hugh Stickler, Florida, Florida State University, 1964:173-85, chapter 13.

Summary and critique of the "Colloquium on Experimental Colleges" (held at Wakulla Springs, Florida, Spring 1964) presented at the closing session of the colloquium. Reports the author's impressions of trends in the experimental colleges; realities neglected or minimized at the colloquium; and problems of the experimental college. Notes in particular the neglect of the junior college at the colloquium.

134. "Frontiers for Instruction in the Junior College," in Efficiency, Florida, Florida Association of Public Junior Colleges, 1964:1-15.

Discussion of developments in instruction in junior colleges, primarily those in programmed instruction and technological aids to learning. The author also discusses the implications that experimental colleges have for junior colleges.

135. Toward Better Preparation of College and University Administrators, edited by Raymond F. Hewes, Washington, D.C., Association for Higher Education, 1964:15-16, 25-26.

Statements made during panel discussion on the preparation of college and university administrators.

136. "Trends and Tangents: The Two-year College," Journal of Higher Education, 36:1, January 1965:51-3.

Discusses the role of the two-year college in providing programs of technical-vocational education. Reports guidelines for developing such programs. Draws on papers and discussions at the Twelfth Annual Work Conference of the Southern Regional Education Board, August 27-29, 1964, Williamsburg, Virginia.

137. "Guidelines and Trends in Post-Secondary Vocational-Technical Education," Phi Delta Kappan, 46:8, April 1965:376-80.

Identifies guidelines and trends in postsecondary technical-vocational education. Also reports community college trends. Concludes that the community college has a role of central importance in technical-vocational education.

138. "Trends and Tangents: The Two-year College," Journal of Higher Education, 36:4, April 1965:228-30.

Discusses the role of and suggests future trends in institutional research in two-year colleges.

139. "Needed: Experimental Junior Colleges," Junior College Journal, 36:2, October 1965:17-20.

Discusses trends in experimental colleges. Notes the paucity of experimental junior colleges and urges the development of experimental community and junior colleges. Draws on the papers and discussions of the Colloquium on Experimental Colleges held at Wakulla Springs, Florida, April 5-8, 1964.

140. "Trends and Tangents: The Two-Year College," Journal of Higher Education, 36:7, October 1965:403-05.

Discussion of the importance of technical-vocational education programs in the two-year college. Notes the value of truly comprehensive two-year colleges.

141. "The Community Junior College Movement," in Professional Staff Orientation Conference, Community Colleges, Technical Institutes, Industrial Education Centers, Raleigh, North Carolina, University of North Carolina, at Raleigh, 1965:41-7. Describes four propositions basic to the advancement of education in a democracy and identifies six junior college trends consistent with these propositions. Suggests that the junior college is and must be of central importance to the welfare of our nation and its citizenry.

142. "Trends and Tangents: The Two-year College," Journal of Higher Education, 37:1, January 1966:45-7.

Describes the establishment and development of community colleges in Hawaii. Notes difficulties associated with having comprehensive community colleges administered by a university.

143. "Trends and Tangents: The Two-year College," Journal of Higher Education, 37:4, April 1966:232-34

Summary of the increasing role of the junior college library in the instructional program of the two-year college. Draws upon papers presented at the National Conference on the Junior College Library, July 12-14, 1965, University of California, Los Angeles, California, Junior College Leadership Program, Occasional Report No. 8.

144. "Experimental Junior Colleges: Some Stirrings," Junior College Journal. 37:2, October 1966:6-9.

Describes various plans for developing experimental junior colleges. Reports responses to the author's article, "Needed: Experimental Junior Colleges," Junior College Journal, 36:2, October 1965 (entry no. 139).

145. "Trends and Tangents: The Two-year College," Journal of Higher Education, 37:7, October 1966:409-10.

Refers to author's article, "Needed: Experimental Junior Colleges," Junior College Journal, 36:2, October 1965 (entry 139). Describes experimental junior colleges identified during the year since October 1965.

146. "Trends and Tangents: The Two-year College," Journal of Higher Education, 38:1, January 1967:43-5.

Summary of "Systems Approaches to Curriculum and Instruction in the Open Door College," the National Junior College Conference held at UCLA, July 18-20, 1966.

147. "Trends and Tangents: The Two-year College," Journal of Higher Education, 38:4, April 1967:229-31.

Describes the Educational Research Information Center's (ERIC) Clearinghouse for Junior College Information at UCLA. Its important functions and services are noted.

148. "The Experimental Junior College," School and Society, 95:2296, November 11, 1967:427-28.

Summary of the National Conference on the Experimental Junior College, UCLA, July 10-12, 1967. Innovative developments in selected junior colleges are noted. Urges the importance of developing experimental junior colleges.

149. "If I Were Establishing an Experimental Junior College," in Innovation, The American Junior College, Palo Alto, Science Research Associates, Inc., 1967:11-13.

Expresses the author's interest in having experimental junior colleges established and outlines suggestions for establishing them. Presented at the invitational National Seminar on the Experimental Junior College, sponsored by the UCLA Junior College Leadership Program and Science Research Associates, Inc.

150. "The Heart of the College: Commitment and Action," The Library-College Journal, 1:4, Fall 1968:17-21.

Describes the Stephens College Library program as an example of a commitment, followed by action, to make the library the heart of the college.

151. "Evaluation--A Watchword for the League," Jottings from the League for Innovation in the Community College, No. 1, November 8, 1969:8.

An editorial urging that evaluation be made essential in innovative educational programs.

152. "Encouraging Innovation in Teaching," Junior College Journal, 39:6, March 1969:18-22.

Drawn from the author's Islands of Innovation Expanding, 1969 (entry no. 12). Describes plans and conditions helpful in encouraging innovation in teaching: the right of teachers to fail when trying new teaching plans; staff acquaintance with new developments in instruction; agent(s) of change present in the college; budgeting of faculty time for working on new plans. Also notes that upon occasion the necessity for economy due to a decreasing budget may provide an impetus for colleges to launch innovative programs.

153. "Faculty Involvement in League Activities," Jottings from the League for Innovation in the Community College, No. 2, March 1969:8.

An editorial encouraging faculty participation in activities of the League for Innovation in the Community College.

154. "Change and the Junior College," School and Society, 97:2317, April 1968:248-54.

Drawn from Islands of Innovation Expanding, 1969 (entry no. 12). Notes characteristics of important trends in the junior college: the junior college is assuming major responsibility for preparing students for upper division work at institutions of higher education and for technical-vocational education; trend toward the comprehensive junior college; recognition of guidance as an important responsibility of the junior college; the junior college as a community college. Also notes the need for future innovation and experimentation in the junior college.

155. "Junior College Innovation and Teaching Improvement," Improving College and University Teaching, 17:2, Spring 1969:73-6.

Describes and reports selected findings of a survey. Also urges the importance of high quality instruction in the junior college.

156. "Let's Steal from Each Other," Jottings from the League for Innovation in the Community College, No. 3, September 19, 1967:7.

This editorial notes that few new plans in education are completely original. Most are, in large or in small part, borrowed--then adapted to local conditions. Urges an increased borrowing and exchange of innovative ideas and plans among League colleges.

157. "Comment in a Cartridge...and Other Innovations," College Management, 4:11, November 1969:30-31.

Describes examples of multi-media aids to learning and their value as revealed in a national survey of innovation in junior college instruction. Reference is made to audio recorders, multistudent response systems, electronic pianos, radios, classrooms in the sky, and telelectures.

158. "Toward Change and Improvement," with R. D. Howe, Junior College Journal, vol. 40, December 1969:9-11.

Describes the origins, functions and organization of the League for Innovation in the Community College.

159. "The Role and Responsibilities of the Junior College," in The Tulsa Junior College, Consultant's Papers on Planning and Establishing a New Urban Junior College, edited by Dan S. Hobbs, Oklahoma Regents for Higher Education, 1969:21-35.

Discusses selected junior college trends: the junior college assumes major responsibility for preparing students for advanced work in senior colleges; the junior college assumes major responsibility for vocational education; the junior college is an open-door college; and counseling and guidance are important in the educational program of the junior college. Suggests the implications of these trends for planning the proposed junior college in Tulsa.

160. "Survey of Innovations in Junior College Curriculum and Instruction," in American Education Research Association Paper Abstracts, edited by Vincent Crockenberg, Washington, D.C., American Education Research Association, 1969:98.

Brief abstract of a national survey made by the author during which he identified promising innovations in junior college instruction and also conditions that encourage them.

161. "The Best Chance for Change," College Management, 5:1, January 1970:28.

On the basis of a national survey of innovations in junior college instruction, the author supports the views of those who suggest that the junior college, a relatively young institution, relatively unhampered by tradition, offers the best chance for change in American education.

162. "Faculty Participation in League Activities and Educational Thievery," Jottings from the League for Innovation in the Community College, No. 4, January 15, 1970:8.

Editorial encouraging increased participation of faculty members in the activities of the League. Also urges, within the League, an increased exchange of ideas on innovation in instructional methods.

163. "Multimedia Plus a Master," College Management, 5:5, May 1970:32.

Describes selected community college programs that use audio-tape and disc recordings as an aid to teaching business-secretarial skills. Notes that these programs provide self-paced instruction.

164. "Fields for Conquest," Jottings from the League for Innovation in the Community College, No. 5, October 15, 1970:8.

This editorial identifies various areas in which the League as an organization is not involved: the humanities and arts, vocational education, and the high-risk student. Urges involvement in these areas.

165. "The Role of Student Personnel in Total College Environment--'Beyond Ancillary Services,'" in New Deans of Students: Old Problems, New Answers, edited by Dayton Y. Roberts, Gainesville, Florida, Santa Fe Junior College, Institute of Higher Education, University of Florida, Conference Proceedings, 1970:37-50.

Address by the author made at this conference identifying and discussing two neglected functions of student personnel services; research (developing data from which programs can be developed and evaluated); and the improvement of the curriculum and instruction. Programs from selected junior colleges that perform these functions are reported.

166. "An Emphasis and a Thrust," Jottings from the League for Innovation in the Community College, No. 10, April 24, 1972:8.

Editorial on the great potential the community college has for developing innovations for meeting the needs of the individual student.

167. "Toward the Multi-media Library," Audio-Visual Journal, 7:1, September 1972:9-15.

Brief retrospective summary of the discussion of the multi-media library in Vitalizing a College Library (entry no. 3), General Education in Action (entry no. 6), and Islands of Innovation Expanding (entry no. 12). Also presents recommendations for the development of multi-media libraries in the junior colleges: (1) have the learning resource center administered by the college librarian; (2) provide a central catalog for print and non-print materials; (3) use appropriate technology in administering the multi-media library; (4) extend the use of the multi-media library to all sections of the campus; (5) have a high degree of flexibility in administration of the multi-media library; (6) assign the librarian a position of central importance in the organizational structure of the college; and (7) merge teachers and librarians into a unified instructional staff.

168. [Introduction to] Toward Increased Efficiency in Community Junior College Courses, by Arthur Berchin, Los Angeles, League for Innovation in the Community College, 1972:xi-xii.

Describes briefly how the study came about and the sample used in this study. Describes the genesis and importance of the Berchin study, which reports case studies of community college courses perceived as being highly efficient--low in cost and high in student learning.

169. "The Community Junior College: A Part of a New Tomorrow for Vietnam?," Community College Review, 1:2, July/August 1973: 18-23.

Reports community college developments in Vietnam, particularly noting advances made between the author's first assignment as a community college consultant in Vietnam in 1971 and his second assignment in 1973. Notes problems confronting the community college in Vietnam, including the continuation of conflict and the lack of stability in the nation.

170. "We Can't Afford to Innovate," College Counterpoint, 1:1, Winter 1973:16-35.

Takes issue with the frequent assertion of educators, "We can't afford to innovate." Asserts that the question that should be asked is "How can we afford not to innovate?" Reports selected findings of the Berchin study of efficiency in community college courses (see no. 168) in support of the view that innovation is feasible and is potentially cost effective.

UCLA JUNIOR COLLEGE LEADERSHIP PROGRAM

171. [Foreword] Faculty Handbooks in California Junior Colleges, by Frederick C. Kintzer, Occasional Report No. 1 from UCLA Junior College Leadership Program, School of Education, University of California, Los Angeles, 1961.

172. [Foreword] Board Policy Manuals in California Junior Colleges, by Frederick C. Kintzer, Occasional Report No. 2, January 1962.

173. [Introduction] and "Institutional Research in Junior Colleges of Western States," in Institutional Research in Junior Colleges, Occasional Report No. 3, June 1962:20-9.

A report of a conference sponsored by UCLA and the Commission for Accrediting California Junior Colleges, July 13-14, 1961. The author's paper describes the findings of a survey of institutional research in 100 junior colleges in thirteen Western states. Noted are the organization of programs of institutional research and the nature of institutional research studies. Also included are suggestions for the program of the conference reported in this monograph.

174. [Foreword] President's Report on American Junior Colleges, by Frederick C. Kintzer, Occasional Report No. 4, April 1963.

175. [Preface] and "Problems and Practices in Starting Junior Colleges," in Establishing Junior Colleges, Occasional Report No. 5, January 1964:19-28.

Discussion of problems and practices in establishing junior colleges--in staff personnel, curriculum and instruction, student personnel, finance, plant and facilities, and community service and relationships--in light of the usually short time allotted for planning and starting a junior college. Suggests that principles, insights, and procedures borrowed from various disciplines outside of education can be useful in establishing junior colleges.

176. Islands of Innovation, Occasional Report No. 6, 1964. (See entry no. 8 for annotation.)

177. Editor, [Preface] , and "A Need and a Proposal for the American Junior College," in New Directions for Instruction in the Junior College. Occasional Report No. 7, 1965:15-23.

Describes rapid changes and innovations in junior colleges. Urges that a spirit of experimentation, innovation, and sharing of ideas be fostered as an aid in vitalizing instructional programs in junior colleges.

178. Editor, [Preface] , and "Vitalizing a College Library: Quarter Century Later," in The Junior College Library, Occasional Report No. 8, 1966: 23-29.

Describes major features of an innovative library program initiated under the author's leadership at Stephens College in the 1930s. Developments reported include combining the positions of dean of instruction and librarian, including non-book materials in the college library (a precursor of today's learning resource centers), and a wide range of activities leading to a recognition of the essential unity of the library and instruction. Particularly noted are the implications of the Stephens College library program for "junior colleges in the sixties."

179. Editor, [Preface] , and "Retrospect and Prospect: A Conference Critique," in Systems Approaches to Curriculum and Instruction in the Open-Door College, Occasional Report No. 9, 1967, p. 71-76.

A summary of major emphases and a critique of the conference on systems approaches to curriculum and instruction sponsored by UCLA, the American Association of Junior Colleges, and the Accrediting Commission for Junior Colleges of the Western Association of Schools and Colleges. Particularly noted is the inclusion of both theory and practice at the conference--with a special emphasis on "the step-by-step development of the systems approach in individual courses and in a total college program."

180. [Preface] in Effective Junior College Programs of Community Service: Rationale, Guidelines, Practices, by Ervin L. Harlacher, Occasional Report No. 10, 1967.

181. [Foreword] in Focus on Learning: Preparing Teachers for the Two-Year College, by Arthur M. Cohen and Florence B. Brawer, Occasional Report No. 11, 1968.

182. Editor, [Preface] , and "The Experimental Junior College: 1967," in The Experimental Junior College, Occasional Report No. 12, January 1968:9-18.

Reports selected findings of the author's national survey of innovative developments in junior college instruction--a survey during which he visited junior colleges in all sections of the nation. The author notes an increased interest in innovation and experimentation in junior colleges nationally. He notes, however, that "more is needed."

183. Editor, [Preface] in The Junior College President, Occasional Report No. 13, 1969.

184. [Foreword] in Perspectives of the Community College Presidency, by Don A. Morgan, Occasional Report No. 14, 1969.

185. Editor, [Preface], and "Toward Change and Improvement in Junior College Instruction," in Improvement of Junior College Instruction, Occasional Report No. 15, 1970:89-95.

The author asserts: "(1) There are procedures and conditions which encourage change and innovation in instruction; and (2) change and innovation are not enough. Improvement must be our watchword." Plans that encourage innovation in instruction include faculty visits to centers of innovation, provision of faculty library on innovation, saturation of campus with multi-media aids to learning, establishing manageably small experimental units, and budgeting for innovation. Notes the "danger of confusing educational novelty with soundly conceived innovation directed toward specific goals."

186. Editor, [Preface], in The Junior College Board of Trustees, Occasional Report No. 16, 1971.

187. Editor, [Preface], in Toward Educational Development in the Community Junior College, Occasional Report No. 17, January 1972.

188. [Chairman of panel discussion on "Community Junior Colleges and UCLA Work Together"], in Community Junior Colleges and Universities: Partners in Higher Education, edited by Frederick C. Kintzer, Occasional Report No. 18, January 1973:37-42.

Book Reviews by B. L. Johnson

189. "The Reading Abilities of College Students," by A. C. Eurich, Library Quarterly, 2:4, October 1932:437-39.

190. "The Library in the Junior College," by Ermine Stone, The School Review, 41:4, April 1933:311.

191. "The Library in the School," by Lucille F. Fargo, The Elementary School Journal, 35:2, October 1934:156.

192. "College Library Publicity," Library Quarterly, vol. 6, April 1936: 198-99.

193. "County Library Service in the South," School Review, vol. 44, October 1936:628-29.

194. "List of Books for Junior College Libraries," Journal of Higher Education, vol. 9, May 1938:291-92.

195. "Library," in Journal of Higher Education, vol. 9, June 1938:347-48.

196. "Estimate of Standards for a College Library," Journal of Higher Education, vol. 10, January 1939:54-5.

197. "Library in the School," School Review, vol. 48, June 1940:474-75.

198. "Teaching with Books," Journal of Higher Education, vol. 11, November 1940:454-55.

199. "School Library Service in the United States," School Executive, vol. 60, June 1941:31.

200. "The Woman's Collection: A Bibliography of Material in All Matters Pertaining to Women's College Library of the University of North Carolina," compiled by Minnie M. Hussey, 1937-40, Library Quarterly, 12:1, January 1942:130-31.

201. "A New Design for Women's Education," by Constance Warren, Curriculum Journal, 12:3, March 1941,(George Peabody College for Teachers).

202. "The Educational Process," by Luther Pfahler Eisenhart, The Library Quarterly, 16:2, April 1946:170-71.

203. "Audio-Visual School Library Service: A Handbook for Librarians," by Margaret Rufsvold, Library Quarterly, 20:3, July 1950:231-32.

204. "Library in College Instruction," College and Research Libraries, vol. 13, April 1952:174-76.

205, "In the Journals," with Robert de Kieffer, Notes and Comment on General Education, 2:3, Washington, D.C., Association for Higher Education, NEA, Fall 1952:7. Reviews:

Emery Battis, "A Seminar Program for Underclassmen," School and Society, 76:56069, July 26, 1952.

Dorothea M. Blyler, "The Art Course in General Education," Educational Administration and Supervision, 38:1-17, January 1952.

Henry Bowman, "The Content of a Functional Marriage Course," College and University, 27:355-64, April 1952.

Leslie Irwin and Clifford Boyd, "A Determination of Concepts of Healthful Living and Their Relative Importance for a General Course of College Health," The Research Quarterly, 23:177-97, May 1952.

Harold Kelley and Albert Pepitone, "An Evaluation of a College Course in Human Relations," The Journal of Educational Psychology, 43:193-209, April 1952.

Barriss Mills, "'Communication' versus 'Composition,'" Education, 72:501-08, March 1952.

Harold P. Punke, "Curiosity of Youth and the Future of Science," Junior College Journal, 22:430-37, April 1952.

Frederick Reeve, "Toward a Philosophy of Communication," Education, 72:445-55, March 1952.

Florence Greenhoe Robbins, "The Impact of Social Climates upon a College Class," School Review, 60:275-84, May 1952.

Arthur T. Vanderbilt, "General Education and Law School Training in the Making of a Great Lawyer," Association of American Colleges Bulletin, 38:246-56, May 1952.

Simon Williams, "General Education and Harvard College," Harvard Educational Review, 22:1-17, Winter 1952.

206. Junior College Journal, 25:9, May 1955:544-56. Reviews of:

Paul L. Dressel, Ed. "Evaluation in General Education," 1954.

Paul L. Dressel and Lewis B. Mayhew. Critical Thinking in Social Science, 1954.

Paul L. Dressel and Lewis B. Mayhew. Science Reasoning and Understanding, 1954.

Paul L. Dressel and Lewis B. Mayhew, Handbook for Theme Analysis, 1954.

207. Elbert Kirtley Fretwell, Jr. "Founding Public Junior Colleges," The School Review, 63:6, September 1955:356-57.

208. Seymour E. Harris. "Higher Education: Resources and Finance," Catholic Educational Review, 62:6, 1964:415-17.

209. Roger H. Garrison, "Junior College Faculty: Issues and Programs," Educational Record, 48:3, Summer 1967:303-04.

REVIEWS OF WORKS BY B. LAMAR JOHNSON

210. "The Secondary School Library," Library Quarterly, vol. 3, July 1933: 330-31, by D. Dawson.

211. "Vitalizing a College Library," Library Quarterly, vol. 9, October 1939:520-22, by L. C. Merritt.

212. "Vitalizing a College Library," College and Research Libraries, vol. 1, March 1940:185-86, by G. R. Lyle.

213. "Vitalizing a College Library," School Review, vol. 48, May 1940: 393:94, by G. L. Lembke.

214. "Vitalizing a College Library," Library Association Record, vol. 42, Fall 1940:69.

215. "Librarian and the Teacher in General Education," Library Journal, vol. 74, January 1, 1949:46-7, by R. R. Douglas.

216. "Librarian and the Teacher in General Education," Library Review, No. 89, Spring 1949:49-50, by R. Irwin.

217. "Librarian and the Teacher in General Education," Library Association Record, vol. 51, May 1949:163-64.

218. "Librarian and the Teacher in General Education," Catholic Library World, vol. 20, May 1949:263, by Brother J. Alphus.

219. "Librarian and the Teacher in General Education," Librarian and Book World, vol. 38, Fall 1949:33-34.

220. "Librarian and the Teacher in General Education," Library Quarterly, vol. 19, October 1949:295-96, by R. S. Burgess.

221. "Librarian and the Teacher in General Education," Canadian Library Association Bulletin, vol. 8, Summer 1951:39, by G. Rideout.

222. "General Education in Action," New York Times, Education Section, July 20, 1952, by Benjamin Fine.

223. "General Education in Action," The Saturday Review, 35:37, September 13, 1952:20-21 by H. T. Morse.

224. "General Education in Action," College and University, Journal of American Association of Collegiate Registrar and Admissions Officers, 28:1, October 1952:123.

225. "General Education in Action," Junior College Journal, 23:2, October 1952:117-120, by James W. Reynolds.

226. "General Education in Action," Notes and Comment on General Education, 2:3, Fall 1952, p. 6, by Robert F. Davidson.

227. "General Education in Action," School Review, 60:9, December 1952: 552-53, by Leonard V. Koos.

228. "General Education in Action," College and Research Libraries, 14:1, January 1953:104-107, by Ruth E. Scarborough.

229. "General Education in Action," Personnel and Guidance Journal, 31:4 January 1953:268-271, by Melvene Draheim Hardee.

230. "General Education in Action," Education Leadership, 10:4, January 1953:269-70, by James T. Moore.

231. "General Education in Action," Journal of Higher Education, 24:4, April 1953:221-222, by Paul L. Dressel.

232. "The Junior College Library," UCLA Junior College Leadership Program, Occasional Report No. 8, Drexel Library Quarterly, vol. 2, October 1966:384-85, by T. Samore.

233. "Islands of Innovation Expanding," AAUP Bulletin, vol. 55, Summer 1969:410-11, by A. D. Thomas, Jr.

234. "Islands of Innovation Expanding," Educational Record, vol. 50, Fall 1969:455-56, by E. J. Gleazer, Jr.

235. "Islands of Innovation Expanding," Journal of Higher Education, vol. 40, November 1969:669-70, by G. F. Chambers.

236. "Islands of Innovation Expanding," Improving College and University Teaching, vol. 18, Winter 1970:75, by D. M. Goode.

237. "Islands of Innovation Expanding," Phi Delta Kappan, vol. 52, Summer 1970:58, by R. Yarrington.

MISCELLANEOUS WRITINGS ABOUT B. LAMAR JOHNSON

238. "A Pioneering College Library," Journal of Higher Education, 7:2, February 1936:78:86, by W. H. Cowley.

Article about Stephens College while Professor Johnson was Dean of Instruction there.

239. Portrait and brief biography of the author, American Library Association Bulletin, vol. 35, March 1941:180.

LETTERS TO EDITORS

240. University of Minnesota Alumni News, vol. 64, no. 3, November 1964:6, 9.

Points out that expanding junior colleges can contribute to relieving the almost irresistible pressure for admitting vast numbers of students to the University of Minnesota.

241. "About the University and the Developing Junior College System," University of Minnesota Alumni News, vol. 69, no. 4, December 1969:3.

Expresses pleasure at article in the University of Minnesota Alumni News which recognizes the increasing importance of junior colleges in Minnesota--and in particular recognizes that the growth of junior colleges can have important desirable effects on the University of Minnesota.

242. "Important Contributions of Community Colleges," Los Angeles Times, Monday, December 17, 1973, section 2, p. 6, col. 3.

Congratulates the Los Angeles Times on a series of articles by Noel Greenwood on the role and programs of community colleges.

243. "Vietnam: Variegated Views," World, vol. 2, no. 15, July 17, 1973:11.

Urges the importance of education in the reconstruction of Vietnam.

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OCT 1 1975
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